



Educational Adequacy

Standards for educational adequacy require a **long-range facility plan** to be developed and maintained by a school district for all school facilities. School districts must also develop **educational specifications** for instructional facilities. The long-range facility plan must be presented to the board of trustees and made available to the prime design professional for the project. Plan may be a campus specific or district-wide plan and must be updated every five years and prior to the commencement of a subsequent capital improvement project. (2023 – 2028)



Long Range Facility Plan

(A) Elements. The long-range facility plan includes the following elements that apply to the facility and project(s) and has been updated prior to commencement of construction to include the access control document required in subsection (k)(1)(B) of this section:

- (i) existing and proposed instructional programs at the project campus, including special education, dual language, course offerings, and partnerships;
- (ii) the age and condition of all buildings and systems at the project campus;
- (iii) history of completed capital improvement projects at the facility;
- (iv) site evaluation of the project campus, including, but not limited to, overall site; shape; useable land; suitability for intended use as well as planned improvements; adequate vehicular, pedestrian, and emergency access; queuing; parking; and site amenities;
- (v) the school district's educational specifications;
- (vi) the school district's enrollment projections, maximum student enrollment of the facility, and the facility's maximum instructional capacity, if applicable; and
- (vii) the noncompliance, partial compliance, or full compliance with each of the safety and security standards required in subsection (k) of this section.



Long Range Facility Plan

(B) Process. The process of developing the long-range facility plan shall consider input from teachers, students, parents, taxpayers, and other school district stakeholders.

(C) Compliance. The requirement for a long-range facility plan is met when a school district completes the long-range facility plan, presents it to the school district board of trustees, and makes it available to the prime design professional for a capital improvement project. The long-range facility plan expires after five years from the date of the final plan presented to the school district board of trustees and must be updated prior to commencement of a subsequent capital improvement project. A long-range facility plan developed as part of a district-wide long-range facilities plan may be used to satisfy this requirement.

(See IISD District-Wide Facility Assessment)



Educational Specifications

Executive Summary of Educational Specifications

Educational specifications are a written document for proposed new school and/or major renovations used to serve as the district's guide to the architect and engineering community by providing a prescriptive vision of the built environment. Architects and engineers will still use the educational specifications to guide their programming and design.

Irving Independent School District developed the 2023 Educational Specifications to provide the link between learning and the design of educational facilities. They provide an outline of required educational concepts, detail the needs of the facility, and include desires and needs as provided by the community, teachers, administrators and facility managers.

Educational Specifications are a fundamental part of the Irving ISD's Long Range Facility Plan, and have been developed to support the district's future and goals. Educational specifications should provide the tools to achieve the overall student outcome goals of Irving ISD, however, they should also be flexible enough to ensure efficient design for each facility. The Educational Specifications are guidelines to allow the district to provide consistency within programs and design from campus to campus as well as reduce inequities, and provide a smooth planning and development process for future projects. It should be noted that this is an evolving document and will need revision as technology, learning goals, and facility requirements dictate change.



Educational Specifications

A school district shall ensure that a project for new construction and major renovation subject to this section complies with the requirements and standards as follows:

(A) Elements. Educational specifications are a written document prepared by the school district and approved by the school district board of trustees and shall include all the following:

- (i) the school district mission, vision, goals, and pedagogy;
- (ii) preliminary details related to facility type, grades served, and maximum student enrollment;
- (iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;
- (iv) a written statement that includes:
 - (I) inclusive design goals and considerations supported by the school district; and
 - (II) how inclusive design should be addressed in new and renovated facility designs;
- (v) minimum total square footage required to comply with the quantitative method of compliance; and
- (vi) innovative teaching or operational practices intended for implementation at the instructional facility that may lead to the use of the qualitative method of compliance.



Educational Specifications

(B) Schedule. An educational specification shall be created for each campus type. If the design and construction of a new campus or major renovation of an existing campus differs substantially from an educational specification that exists for the same campus type, a separate educational specification must be developed. Educational specifications shall be initiated upon the first proposed project of its type and must be completed prior to initiating the planning or programming phase of a project. Each educational specification must be updated after five years from the date of approval.

(C) Compliance. The requirement for educational specifications is met when a school district delivers the approved document to the architect.

* **(3) Exceptions.** A school district is exempt from the requirements of this subsection:

(A) if a school facility experiences catastrophic damage and the school district board of trustees approves a capital improvement project in accordance with TEC, §44.0312(c); or

(B) in a situation deemed urgent by action of the school district board of trustees that warrants immediate action because, if left unresolved, it would impair the conduct of classes.



Educational Specifications

(A) Elements.

(i) the school district mission, vision, goals, and pedagogy;

MISSION:

We empower today to excel tomorrow.

VISION:

To become the premier district for educational excellence, fostering the full potential of students and empowering educators.



Educational Specifications

(A) Elements.

- (i) the school district mission, vision, goals, and pedagogy;

DISTRICT GOALS

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

- Sub Goal 1: In Irving ISD, we will increase the percentage of third-grade students who score “Meets Grade Level” or above on STAAR Reading from 26.7% to 39% by June 2024.
- Sub Goal 2: In Irving ISD, we will increase the percentage of third-grade students who score “Meets Grade Level” or above on STAAR Math from 20.4% to 49% by June 2024.
- Sub Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 65% by 2024.

Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving

Goal 3: In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students



Educational Specifications

(A) Elements.

- (i) the school district mission, vision, goals, and pedagogy;

REFLECTIVE COLLABORATIVE PRIORITIES (2022-2025)

- 1. Replace outdated facilities and invest in critical campus renovations across the district.**
2. Focus on retention of staff and students by cultivating a positive teaching and learning environment.
3. Facilitate meaningful collaboration and planning between departments, administrators and educators.
4. Establish standard procedures to evaluate programs and processes throughout the district.
5. Commit to continuous improvement and communication across departments, administrators and educators.
6. Ensure high quality instruction by supporting educators in the use of curriculum, instruction and assessment.
7. Engage in meaningful conversations with stakeholders to inform organizational direction and district decision-making.



Educational Specifications

(A) Elements.

- (i) the school district mission, vision, goals, and pedagogy;

In Irving ISD, our essential purpose is to educate all students at high levels through quality teaching and learning. We are committed to a curriculum that imparts the knowledge, concepts, skills, and processes necessary for students to be successful and competitive in society. All Irving ISD students have access to the district's curriculum that incorporates, expands and enhances the state's curriculum standards.

The curriculum for all grade levels is:

- informed by research and data
- developed with an awareness of future trends
- aligned to state standards
- equitable for all students
- designed to align instruction horizontally and vertically PreK-12
- regularly developed, revised, and improved
- conducive to teaching and learning with an emphasis on high expectations for student success



Educational Specifications

(A) Elements.

(i) the school district mission, vision, goals, and pedagogy;

The instruction for all grade levels has these characteristics:

- all students are supported and challenged in their learning
- strong and healthy student-teacher relationships that directly impacts learning and achievement
- teachers understand and address the different learning styles of their students
- parents and community value and support excellence in teaching



Educational Specifications

(A) Elements.

(i) the school district mission, vision, goals, and pedagogy;

The instruction for all grade levels has these characteristics:

- all students are supported and challenged in their learning
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- teachers understand and address the different learning styles of their students
- parents and community value and support excellence in teaching



Educational Specifications

(A) Elements.

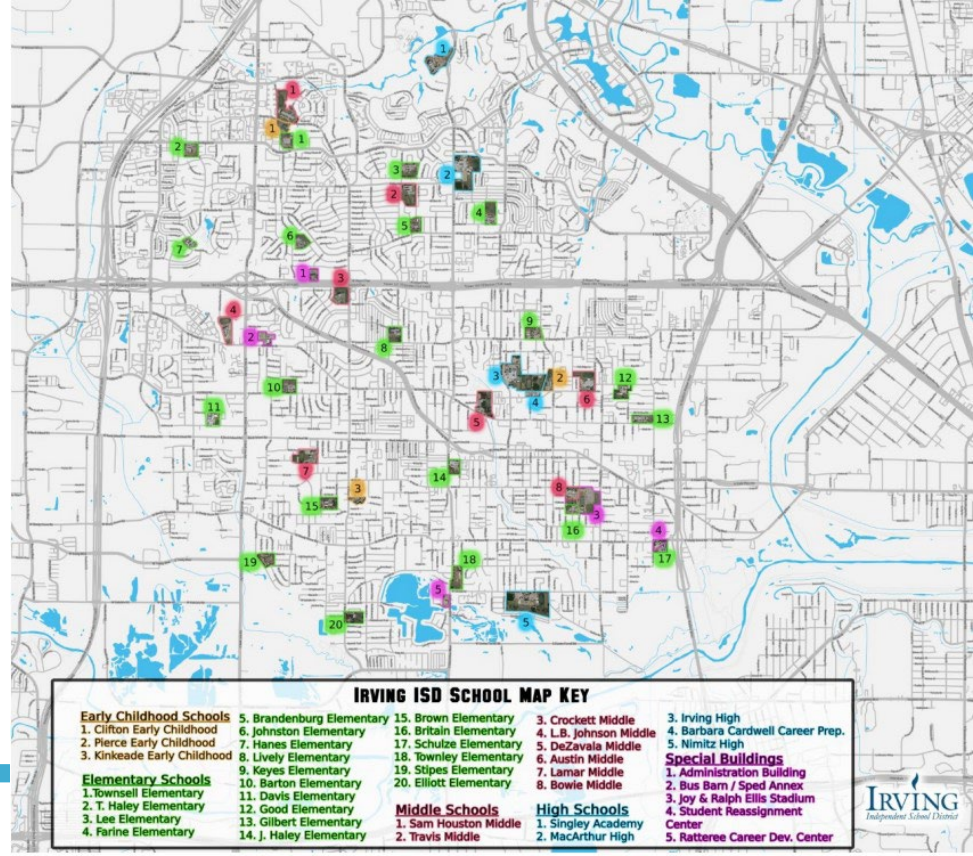
(ii) preliminary details related to facility type, grades served, and maximum student enrollment;

Early Childhood Centers (3) / Pre-K

Elementary Schools (20) / Pre-K - 5th

Middle Schools (8) / 6th - 8th

High Schools (5) / 9th – 12th





Educational Specifications



CampusName	Historical Enrollment by Year: 2013-14 to 2022-23 School Years													Enrollment Projections					Irving ISD Facility Assessment Capacity			Enrollment % of Functional Capacity					
	13_14	14_15	15_16	16_17	17_18	18_19	19_20	20_21	21_22	22_23	23_24	24_25	25_26	26_27	27_28	28_29	6 Year LTEP Avg Diff from 23-24	# of Classrooms	TEA Max Capacity	85% Functional Capacity	22_23	23_24	24_25	25_26	26_27	27_28	28_29
Clifton EC School	768	704	678	711	643	635	637	315	382	427	434	413	421	445	449	460	3	22	506	430	99.3%	100.9%	96.0%	98.0%	103.5%	104.4%	106.9%
Kinkeade EC School	719	654	620	640	565	570	555	234	290	325	326	327	349	372	376	385	36	22	506	430	75.6%	75.8%	76.0%	81.3%	86.5%	87.5%	89.4%
Pierce EC School	646	568	603	519	492	557	553	192	247	304	272	305	301	314	318	321	40	22	506	430	70.7%	63.3%	70.9%	70.0%	73.0%	73.8%	74.7%
Early Childhood Schools	2,133	1,926	1,901	1,870	1,700	1,762	1,745	741	919	1,056	1,032	1,044	1,072	1,131	1,143	1,166	79										
Barton Elementary	845	859	856	804	751	733	756	818	859	844	852	819	817	815	824	832	-31	49	909	773	109.2%	110.2%	106.0%	105.7%	105.4%	106.5%	107.6%
Brandenburg Elementary	924	918	848	816	850	814	840	842	887	920	927	898	896	895	904	913	-26	47	1031	876	105.0%	105.8%	102.5%	102.3%	102.2%	103.2%	104.3%
Britain Elementary	690	672	681	688	662	644	588	576	592	625	626	607	595	583	582	580	-37	58	1229	1045	59.8%	59.9%	58.1%	56.9%	55.8%	55.7%	55.5%
Brown Elementary	813	797	777	816	816	756	751	712	678	686	691	685	670	656	651	647	-29	50	1008	857	80.0%	80.6%	80.0%	78.2%	76.5%	76.0%	75.5%
Davis Elementary	878	880	858	857	867	826	747	827	800	809	801	771	761	751	752	753	-43	51	1012	860	94.1%	93.1%	89.7%	88.5%	87.3%	87.4%	87.5%
Elliott Elementary	704	716	711	697	647	604	577	547	556	521	512	502	479	456	444	431	-50	52	1081	919	56.7%	55.7%	54.6%	52.1%	49.6%	48.3%	46.9%
Farine Elementary	791	777	824	780	756	736	772	815	873	854	862	859	866	873	890	908	-17	48	940	799	106.9%	107.9%	107.5%	108.4%	109.2%	111.4%	113.6%
Gilbert Elementary	829	811	773	755	715	716	658	725	706	724	712	676	663	650	648	645	-56	52	1132	962	75.3%	74.0%	70.2%	68.9%	67.6%	67.3%	67.1%
Good Elementary	902	864	837	785	745	720	708	719	724	704	714	662	641	619	609	598	-88	50	1106	940	74.9%	74.0%	70.4%	68.1%	65.9%	64.8%	63.7%
Hanes Elementary	746	743	728	688	641	644	629	659	638	692	699	649	638	628	628	628	-65	47	993	844	82.0%	82.8%	76.9%	75.6%	74.4%	74.4%	74.4%
John Haley Elementary	804	779	764	745	693	667	700	742	722	692	672	665	656	646	647	649	-19	52	1116	949	72.9%	70.8%	70.1%	69.1%	68.1%	68.2%	68.3%
Johnston Elementary	838	847	877	819	829	815	792	775	802	796	755	778	771	763	766	769	-15	54	1137	966	82.4%	78.2%	80.6%	79.8%	79.0%	79.3%	79.7%
Keyes Elementary	838	790	776	734	698	634	663	705	665	688	678	630	613	597	591	585	-75	55	1152	979	70.3%	69.3%	64.3%	62.6%	60.9%	60.3%	59.7%
Lee Elementary	770	728	659	704	668	613	643	692	695	676	642	644	637	631	635	639	-5	49	1116	949	71.2%	67.7%	67.8%	67.1%	66.4%	66.9%	67.3%
Lively Elementary	901	891	881	868	810	747	763	767	759	780	752	724	707	690	683	676	-56	52	1120	952	81.9%	79.0%	76.1%	74.2%	72.4%	71.7%	71.0%
Schulz Elementary	827	738	718	667	669	607	638	638	647	642	618	593	576	560	554	548	-52	45	989	841	76.3%	73.5%	70.5%	68.5%	66.5%	65.8%	65.1%
Stipes Elementary	761	758	675	689	695	646	578	591	611	605	608	574	554	535	527	518	-66	48	1077	915	66.1%	66.4%	62.7%	60.6%	58.5%	57.6%	56.6%
Thomas Haley Elementary	793	863	851	859	851	755	746	803	821	798	771	782	776	771	776	782	6	47	983	836	95.5%	92.2%	93.5%	92.9%	92.2%	92.9%	93.5%
Townley Elementary	739	731	721	746	727	709	726	709	671	642	671	665	657	649	651	654	-16	51	1075	914	70.2%	73.4%	72.8%	71.9%	71.0%	71.3%	71.5%
Townsell Elementary	879	898	896	809	795	797	804	834	830	828	824	800	793	785	789	792	-32	49	1093	929	89.1%	88.7%	85.1%	85.3%	84.5%	84.9%	85.3%
Elementary Schools	16,272	16,060	15,711	15,326	14,885	14,183	14,079	14,496	14,536	14,526	14,387	13,983	13,768	13,552	13,550	13,548	-702										
Austin Middle School	950	994	1,042	1,011	992	983	990	966	911	843	774	781	801	791	780	769	-10	54	1312	1115	75.6%	69.4%	70.1%	71.9%	70.9%	69.9%	69.0%
Bowie Middle School	982	962	965	994	970	925	911	854	821	816	792	755	746	727	708	689	-67	57	1265	1075	75.9%	73.7%	70.2%	69.4%	67.6%	65.9%	64.1%
Crockett Middle School	795	911	945	925	909	953	1,014	951	940	901	828	785	805	815	812	820	-21	56	1227	1043	86.4%	79.4%	75.2%	77.1%	78.1%	77.8%	78.6%
De Zavala Middle School	800	860	838	912	861	928	979	980	883	861	845	809	830	831	841	850	-13	45	985	837	102.9%	101.0%	96.7%	99.1%	99.3%	100.4%	101.6%
Houston Middle School	930	925	906	918	872	935	958	966	928	813	758	783	790	787	784	781	-27	55	1391	1182	68.8%	64.1%	66.2%	66.9%	66.6%	66.4%	66.1%
Johnson Middle School	1,010	1,002	1,014	1,010	1,014	963	1,000	987	926	849	807	780	779	766	754	742	-43	53	1199	1019	83.3%	79.2%	76.6%	76.6%	75.2%	74.0%	72.8%
Lamar Middle School	808	809	829	856	839	838	809	812	723	666	654	647	647	635	624	612	-21	50	1142	971	68.6%	67.4%	66.7%	66.6%	65.4%	64.2%	63.0%
Travis Middle School	1,012	997	981	989	994	897	1,034	1,015	991	975	935	890	900	899	899	899	-38	60	1340	1139	85.6%	82.1%	78.1%	79.9%	79.0%	78.9%	78.9%
Middle Schools	7,287	7,460	7,520	7,615	7,451	7,512	7,695	7,531	7,123	6,724	6,393	6,230	6,297	6,252	6,201	6,162	-164										
Cardwell Career Prep Ct	376	397	354	331	354	340	313	231	249	313	246	252	238	224	210	196	-22	30	607	516	60.7%	47.7%	48.8%	46.1%	43.4%	40.7%	38.0%
Irving High School	2,373	2,429	2,396	2,498	2,571	2,646	2,737	2,734	2,746	2,428	2,546	2,660	2,692	2,708	2,733	2,758	164	117	2750	2338	103.8%	108.9%	113.8%	115.2%	115.8%	116.9%	118.0%
JJAE	8	24	8	6	18	12	6	18	18	12	11	11	11	11	11	11	-1										
MacArthur High School	2,718	2,759	2,793	2,813	2,793	2,770	2,717	2,771	2,735	2,524	2,570	2,564	2,551	2,538	2,524	2,511	-32	130	2936	2496	101.1%	103.0%	102.7%	102.2%	101.7%	101.1%	100.6%
Nimitz High School	2,428	2,409	2,463	2,505	2,480	2,533	2,523	2,543	2,481	2,381	2,391	2,512	2,574	2,572	2,571	2,570	169	108	2336	1986	119.9%	120.4%	126.5%	129.6%	129.5%	129.5%	129.4%
Singley Academy	1,679	1,726	1,783	1,828	1,733	1,712	1,686	1,669	1,639	1,554	1,626	1,625	1,596	1,600	1,582	1,585	-29	68	1600	1360	114.3%	119.6%	119.5%	117.4%	117.6%	116.3%	116.5%
High Schools	9,582	9,744	9,797	9,981	9,935	10,007	9,994	9,966	9,862	9,210	9,391	9,633	9,662	9,652	9,630	9,630	-248										
Grand Total	35,274	35,190	34,929	34,792	33,971	33,464	33,513	32,734	32,440	31,516	31,203	30,880	30,799	30,587	30,524	30,506	-544										
EC	-207	-25	-170	-62	-170	-62	-170	178	137	-24	12	28	59	12	23	-967											
ES	-212	-349	-385	-441	-702	-104	417	40	-139	-404	-215	-215	-2	-2	-2	-2,724											
MS	173	60	95	-164	61	183	-164	-408	-399	-331	-163	67	-45	-51	-9	-1,125											
HS	162	53	184	-46	72	-13	-28	-104	-652	181	232	39	-10	-22	0	48											
Total	-84	-241	-137	-821	-707	49	-779	-924	-924	-313	-232	-82	-212	-62	-19	-4,768											

* Cells are Highlighted in Red if Enrollment Threshold; Greater than or equal to 85%; Yellow 51% - 84%; Green less than 50%



Educational Specifications

(A) Elements.

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

A. Each school district or public junior college district shall adopt and implement a multi-hazard emergency operations plan for use in the district's facilities. The plan must address prevention, mitigation, preparedness, response, and recovery as defined by the Texas School Safety Center in conjunction with the governor's office of homeland security and the commissioner of education or commissioner of higher education, as applicable. The plan must provide for:

1. training in responding to an emergency for district employees, including substitute teachers;
2. measures to ensure district employees, including substitute teachers, have classroom access to a telephone, including a cellular telephone, or another electronic communication device allowing for immediate contact with district emergency services or emergency services agencies, law enforcement agencies, health departments, and fire departments;
3. measures to ensure district communications technology and infrastructure are adequate to allow for communication during an emergency;
4. if the plan applies to a school district, mandatory school drills and exercises, including drills required under Section 37.114 (Emergency Evacuations; Mandatory School Drills), to prepare district students and employees for responding to an emergency;



Educational Specifications

(A) Elements.

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

5. measures to ensure coordination with the Department of State Health Services and local emergency management agencies, law enforcement, health departments, and fire departments in the event of an emergency; and

6. the implementation of a safety and security audit as required by Subsection (b).

B. At least once every three years, each school district or public junior college district shall conduct a safety and security audit of the district's facilities. To the extent possible, a district shall follow safety and security audit procedures developed by the Texas School Safety Center or a person included in the registry established by the Texas School Safety Center under Section 37.2091 (Registry of Persons Providing School Safety or Security Consulting Services).

b-1. In a school district's safety and security audit required under Subsection (b), the district must certify that the district used the funds provided to the district through the school safety allotment under Section 42.168 (School Safety Allotment) only for the purposes provided by that section.



Educational Specifications

(A) Elements.

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

C. A school district or public junior college district shall report the results of the safety and security audit conducted under Subsection (b) to the district's board of trustees and, in the manner required by the Texas School Safety Center, to the Texas School Safety Center. The report provided to the Texas School Safety Center under this subsection must be signed by:

1. for a school district, the district's board of trustees and superintendent; or
2. for a public junior college district, the president of the junior college district.

(c-1) Except as provided by Subsection (c-2), any document or information collected, developed, or produced during a safety and security audit conducted under Subsection (b) is not subject to disclosure under Chapter 552 (Public Information), Government Code.

(c-2) A document relating to a school district's or public junior college district's multi-hazard emergency operations plan is subject to disclosure if the document enables a person to:

1. verify that the district has established a plan and determine the agencies involved in the development of the plan and the agencies coordinating with the district to respond to an emergency, including the Department of State Health Services, local emergency services agencies, law enforcement agencies, health departments, and fire departments;



Educational Specifications

(A) Elements.

- (iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;
2. verify that the district's plan was reviewed within the last 12 months and determine the specific review dates;
3. verify that the plan addresses the four phases of emergency management under Subsection (a);
4. verify that district employees have been trained to respond to an emergency and determine the types of training, the number of employees trained, and the person conducting the training;
5. verify that each campus in the district has conducted mandatory emergency drills and exercises in accordance with the plan and determine the frequency of the drills;
6. if the district is a school district, verify that the district has established a plan for responding to a train derailment if required under Subsection (d);
7. verify that the district has completed a safety and security audit under Subsection (b) and determine the date the audit was conducted, the person conducting the audit, and the date the district presented the results of the audit to the district's board of trustees;
8. verify that the district has addressed any recommendations by the district's board of trustees for improvement of the plan and determine the district's progress within the last 12 months; and



Educational Specifications

(A) Elements.

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

9. if the district is a school district, verify that the district has established a visitor policy and identify the provisions governing access to a district building or other district property.

D. A school district shall include in its multi-hazard emergency operations plan a policy for responding to a train derailment near a district school. A school district is only required to adopt the policy described by this subsection if a district school is located within 1,000 yards of a railroad track, as measured from any point on the school's real property boundary line. The school district may use any available community resources in developing the policy described by this subsection.

E. A school district shall include in its multi-hazard emergency operations plan a policy for school district property selected for use as a polling place under Section 43.031 (Polling Place in Public Building), Election Code. In developing the policy under this subsection, the board of trustees may consult with the local law enforcement agency with jurisdiction over the school district property selected as a polling place regarding reasonable security accommodations that may be made to the property. This subsection may not be interpreted to require the board of trustees to obtain or contract for the presence of law enforcement or security personnel for the purpose of securing a polling place located on school district property.



Educational Specifications

(A) Elements.

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

Failure to comply with this subsection does not affect the requirement of the board of trustees to make a school facility available for use as a polling place under Section 43.031 (Polling Place in Public Building), Election Code.

F. A school district shall include in its multi-hazard emergency operations plan:

1. a chain of command that designates the individual responsible for making final decisions during a disaster or emergency situation and identifies other individuals responsible for making those decisions if the designated person is unavailable;
2. provisions that address physical and psychological safety for responding to a natural disaster, active shooter, and any other dangerous scenario identified for purposes of this section by the agency or the Texas School Safety Center;
3. provisions for ensuring the safety of students in portable buildings;
4. provisions for ensuring that students and district personnel with disabilities are provided equal access to safety during a disaster or emergency situation;
5. provisions for providing immediate notification to parents, guardians, and other persons standing in parental relation in circumstances involving a significant threat to the health or safety of students, including identification of the individual with responsibility for overseeing the notification;



Educational Specifications

(A) Elements.

(iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;

6. provisions for supporting the psychological safety of students, district personnel, and the community during the response and recovery phase following a disaster or emergency situation that:

(a) are aligned with best practice-based programs and research-based practices recommended under Section 161.325 (Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention), Health and Safety Code;

(b) include strategies for ensuring any required professional development training for suicide prevention and grief-informed and trauma-informed care is provided to appropriate school personnel;

(c) include training on integrating psychological safety and suicide prevention strategies into the district's plan, such as psychological first aid for schools training, from an approved list of recommended training established by the commissioner and Texas School Safety Center for:

(i) members of the district's school safety and security committee under Section 37.109 (School Safety and Security Committee);

(ii) district school counselors and mental health professionals; and

(iii) educators and other district personnel as determined by the district;



Educational Specifications

(A) Elements.

- (iii) pertinent provisions of the multi-hazard emergency operations plan that may inform the functionality of the built environment, including how the district complies with TEC, §37.108;
- (d) include strategies and procedures for integrating and supporting physical and psychological safety that align with the provisions described by Subdivision (2); and
- (e) implement trauma-informed policies;
 - (i) a policy for providing a substitute teacher access to school campus buildings and materials necessary for the substitute teacher to carry out the duties of a district employee during an emergency or a mandatory emergency drill; and
 - (ii) the name of each individual on the district's school safety and security committee established under Section 37.109 (School Safety and Security Committee) and the date of each committee meeting during the preceding year.
- (g) A school district shall include in its multi-hazard emergency operations plan a policy for responding to an active shooter emergency. The school district may use any available community resources in developing the policy described by this subsection.

See IISD Security Emergency Operations Basic Plan



Educational Specifications

(A) Elements.

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- (II) how inclusive design should be addressed in new and renovated facility designs;

The concept of '**Environment as a Third Teacher**' will play a foundational role in IISD's design philosophy. Natural light, order, and aesthetics are key elements used to create beautiful environments to inspire children. IISD schools will incorporate flexible spaces that allow for collaborative, interdisciplinary, and project-driven learning. Flexible spaces will allow for easier modifications as teaching styles evolve.

- Open and inviting classrooms and common spaces that are carefully integrated with one another, as well as with the outside community.
- Use of natural furnishings and tasteful usages of color that engage students and encourage real-life interactions
- Presentation of classroom materials and resources in a way that draws attention and curiosity without feeling institutional.
- Display of project work, both completed and in-progress, is interwoven throughout the classrooms, to spark new creative ideas and engage students.
- Design and layout of workspaces that facilitate small and large group activities or independent work.



Educational Specifications

(A) Elements.

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BUILDING CAPACITY

Capacity is the number of students that can be accommodated in a building for instruction in a maximally efficient manner. Capacity numbers are affected by a series of variables including room use, planning factors, building infrastructure, class size and building codes. Planning factors are used to determine a ratio for teaching staff to students. Irving ISD determines capacity based on state standards in combination with desired utilization to allow for flexibility.

BUILDING ELEMENTS

Energy & Sustainability

Irving ISD is committed to become “an energy efficient and sustainable school district.” It is the District’s desire to reduce the impact of the environment by reducing costs, conserving energy and encouraging and continuing sustainable practices. Energy Conservation Guidelines as provided by Irving ISD’s Energy Management Department should be followed in compliance of Senate Bill 12 and the Texas Energy Conservation Office.



Educational Specifications

(A) Elements.

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BUILDING ELEMENTS (cont...)

Heating, Venting, and Air Conditioning (HVAC)

- HVAC systems should be compliant with applicable Energy Conservation Guidelines listed and TxCHPS.
- Humidity control and low-noise HVAC should be provided in the following spaces:
 - Library/Media Center
 - Instructional Materials Storage
 - Performance Areas (stage, music rooms)
- Provide dedicated HVAC for the following rooms:
 - MDF & IDF
 - Dry Food Storage



Educational Specifications

(A) Elements.

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BUILDING ELEMENTS (cont...)

Heating, Venting, and Air Conditioning (HVAC)

- Ensure adequate HVAC is provided where copiers, ice machines, refrigerators, vending machines and/or multiple computers are present.
- Office spaces (Administration, Counseling, etc.) should have zoned air with option to over-ride if space is occupied after-hours.
- Separate zones should also be provided for the following areas:
 - Cafeteria/Student dining and all associated spaces
 - Kitchen/Food Prep and all associated spaces
- Exhaust fans should be provided at all restrooms.



Educational Specifications

(A) Elements.

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BUILDING ELEMENTS (cont...)

Heating, Venting, and Air Conditioning (HVAC)

- Proper ventilation should be provided at the following spaces:
 - Observation Rooms
 - Laundry Rooms
 - Kitchen/Cooking Spaces
 - Workrooms (as necessary)
 - Kiln (Fume ventilation built-in) (if applicable)
 - Custodial Closets/Chemical Storage Rooms
 - Flammable Storage Rooms
- A Food Services Design Professional shall be consulted in design of mechanical systems for walk-in coolers and freezers.



Educational Specifications

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BUILDING ELEMENTS (cont...)

Electrical

Power

- All electrical systems shall be in compliance with the code
- All rooms/offices should have a minimum of two duplex electrical outlet per wall, unless otherwise directed. In larger spaces additional outlets should be provided as necessary, with no less than one duplex outlet every 8’.
- Classroom Requirements:
 - Minimum of two duplex electrical outlets per wall (with safety covers at PreK/K & 1st grades).
 - Minimum of one quad electrical outlet with two data ports located at 36” AFF at the Teacher’s desk and student computer charging carts.
 - One quad electrical outlet with data at 18” AFF at Teaching Wall.
 - No floor outlets.



Educational Specifications

(A) Elements.

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BUILDING ELEMENTS (cont...)

Electrical

Power

- Other rooms that require one quad electrical outlet with two data ports at eight (8) wall locations (in addition to duplex outlets) are as follows:
 - Library/Media Center
 - Workrooms
- Gymnasium:
 - One duplex outlet every 8', with a minimum of two per wall.
 - Minimum of one quad electrical outlet with two data ports on each wall



Educational Specifications

(A) Elements.

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BUILDING ELEMENTS (cont...)

Electrical

Power

- Provide retractable overhead power reels at Makerspace.
- Outlets to include both 110v power and USB.
- Each Classroom should have one 240v power outlet.
- Multiple charging stations should be provided at library, dining, collaboration spaces, and corridors. Provide charging lockers in collaboration spaces.
- Provide dedicated outlets above countertops at teachers' lounge and workroom, and in areas where multiple appliances/machines will be used simultaneously.
- Provide adequate power and data for all copiers based on manufacturers recommendations.



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BUILDING ELEMENTS (cont...)

Electrical

Lighting

- All typical classrooms to have a minimum of nine (9) fixtures with a minimum foot candle level of 50 at student desks.
- Fixtures to be parallel to writing surfaces.
- Provide dual switching in all learning environments.
- No skylights.

Plumbing

- Provide drinking fountains with bottle filling capabilities near all student/group restrooms, gymnasias, cafeteria and student dining areas. Drinking fountains will also be provided within PreK/K and 1st grade classrooms or within close proximity which allows direct supervision from the classroom.



Educational Specifications

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BUILDING ELEMENTS (cont...)

Plumbing

- Provide tempered and cold-water connections for sinks in classrooms.
- Access doors to all plumbing chases should be provided (7'-0" tall).
- Hose bibs in all restrooms for cleaning; use tempered water line.
- Floor drain in all restrooms.

SITE PLANNING / PARKING

- Design for optimal site utilization should be considered.
- Use best practices within Texas Energy Codes and other relevant codes in consideration of solar orientation of campus.
- All sidewalks to be in full compliance with ADA/TAS.
- Wheelchair ramps should be provided at bus and parent drop-off/pick-up.



Educational Specifications

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SITE PLANNING / PARKING

- Master Plan for future expansion to include parking, portable classrooms, playground locations, and pedestrian paths.
- Site lighting should be abundant for security purposes; especially near front and rear entrances, as well as parking. Provide abundant lighting at kitchen service entry.
- Appropriate site fencing should not exceed 6' tall.
- Proper drainage should be planned to ensure no water stands on site except at detention/retention ponds as necessary.
- Main entry to campus shall be easily identifiable, and immediately accessible off parent drop off area.
- Provide a secured vestibule at entrance/front of school.
- All paving should be concrete - no asphalt.
- Parking, queuing spaces need to be planned according to a campus Traffic Study and Parking analysis.



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SERVICE COURT / DELIVERY AREA

- Delivery and service areas shall be located to provide vehicular access that is separate from parent/bus drop off areas and does not jeopardize the safety of students and staff.
- Delivery/utility vehicles have direct access from the street to the delivery area without crossing over playground, field areas, or drop-off areas.
- Trash pickup is fenced or otherwise isolated and away from foot traffic areas and should be properly screened from street view or play areas.
- Consider turning radius of trucks during design.
- Concrete pads to be provided for dumpsters and recycling bins



Educational Specifications

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OUTDOOR FACILITIES

- Supervision of playgrounds should not be obstructed by buildings or objects that impair observation and supervision.
- Provide fenced-in playground areas. Playground structures should include grade and size appropriate activities.
- Concrete paved play areas with basketball goals and other markings to be provided as applicable to campus programming

LANDSCAPING

- Consider using low maintenance, natural/native plants to meet sustainable design principles, including city of Irving initiatives.
- When planning site plantings, take into consideration the opportunity for outdoor learning spaces.
- Where possible, allow for school gardens and interactive learning areas
- Provide appropriate irrigation for front of school and school play fields/areas.



Educational Specifications

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GENERAL NOTES

- Building placement shall consider compatibility of the various functions on campus and provide ideal patterns of pedestrian flow around and within buildings. Site layout shall enhance security of staff and students.
- Take into considerations surrounding neighborhood when planning for safety and security for students, school property and after-hours event usage of site.
- Provide flagpoles for US and Texas flags. Provide lighting for flagpole.
- Provide a monument sign or electronic marquis in front of school as applicable for campus programming
- Ensure restrooms are conveniently located, require minimum supervision, and to the extent possible, are easily accessible from playgrounds, classrooms and other common spaces.
- Student entry points into classrooms from the playground shall be carefully planned to enhance supervision.



Educational Specifications

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SAFETY & SECURITY

Student and staff safety in our schools is of paramount importance. With increased media attention and recent security events, school districts and the general public have been made aware of the vulnerability that confronts the typical public-school facility. Safety and security must therefore be an important consideration of these educational specifications. The design and renovation of Irving ISD facilities shall comply with the following CPTED (Crime Prevention Through Environmental Design) principles where applicable:

- **Territoriality:** People protect territory that they feel is their own and have a certain respect for the territory of others. Fences, pavement treatments, art, signs, good maintenance, and landscaping are some physical ways to express ownership. Identifying intruders is much easier in a well-defined space.
- **Access Control:** Properly located entrances, exits, fencing, landscaping, and lighting can direct both foot and automobile traffic in ways that discourage crime. Access control can be as simple as a neighbor on the front port or a front office. Other strategies include closing streets to through traffic or introducing neighborhood-based parking stickers.”



Educational Specifications

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SAFETY & SECURITY (cont...)

- **Natural Surveillance:** Criminals don't want to be seen. Placing physical features, activities, and people in ways that maximize the ability to see what's going on discourages crime. Barriers, such as bushes, sheds, or shadows, make it difficult to observe activity. Landscaping and lighting can be planned to promote natural surveillance from inside a home or building and from the outside by neighbors or people passing by. Maximizing the natural surveillance capability of such "gatekeepers" as parking lot attendants [or security personnel] is also important.
- **Activity Support:** Encouraging legitimate activity. In public spaces helps discourage crime. A basketball court in a public park or community center will provide recreation for youth, while making strangers more obvious and increasing active natural surveillance and the feeling of ownership. Any activity that gets people out and working together – a clean-up day, a block party, a Neighborhood Watch group, a civic meeting –helps prevent crime.



Educational Specifications

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SAFETY & SECURITY (cont...)

- A security system that provides perimeter controls, intrusion detection and surveillance should be considered.
- Irving ISD School Safety and Security Department shall be engaged early in the design process, and periodically throughout to ensure proper safety and security standards are met.
- All security systems must comply with and work in conjunction with district-wide monitoring and control systems and centers.
- See **Safety and Security Standards slide** for all other design considerations



Educational Specifications

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SPACE PROGRAMMING

ADMINISTRATION SUITE

After entering through a secured vestibule, students, parents and visitors will be further screened and greeted in the Administration reception area. The administrative offices and guidance services will be in this centralized area at the main entrance to the school along with the health clinic for campus.

Administration/Guidance

- Clear glass at reception area should be provided for open sight lines.
- Principal's office should have direct access to Conference Room and Secretary Office.
- Faculty breakrooms should be in proximity to restrooms. For two-story schools, a second breakroom should be provided on 2nd floor.
- A parent/volunteer space should be provided for parent groups/PTA to work and meet. This should be located near front entry.



Educational Specifications

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SPACE PROGRAMMING

ADMINISTRATION SUITE

Functions:

- Reception/waiting area also serves as staff work area; provide transaction counter for parent/student sign-in/sign-out.
- Offices for Principal, Assistant Principal, Secretary, etc. shall be used for administrative duties as well as meetings with staff, students and/or parents.
- Conference Rooms shall be provided for staff/department meetings as well as larger Admission, Review and Dismissal (ARD) meetings with students/parents.
- Workroom space for staff should include a copier, counters, workspace as well as mailboxes.
- Breakroom space for teacher/faculty to complete tasks, eat a meal and/or visit with other staff.



Educational Specifications

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SPACE PROGRAMMING

ADMINISTRATION SUITE

Health Clinic

- Clinic should be accessible from main corridor for easy access by students/parents. Location should allow observation from administration office when school nurse is not in clinic.
- Exam space should have sound proofing provided for audio testing.
- Lights should be switched to allow for cots to be darkened while treatment areas are bright.

Functions:

- Clinic should have a waiting area to serve as reception space adjacent to exam/treatment spaces. Locate close to main reception.
- Nurse office should be large enough to accommodate 3-4 people for student/parent meetings.
- Treatment area/cots for students who are ill shall have cubicle curtains and each cot area to have electrical outlets.



Educational Specifications

(A) Elements.

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SPACE PROGRAMMING

MDF/IDF ROOMS

- Confirm with Irving ISD Technology Design Guidelines for wiring specifications, services, and requirements for these spaces.
- Cooling, heating and humidity control for these rooms shall be independently controlled, and provide service 24-hours a day, 365-days a year.
- These rooms will be located where appropriate within in the campus (not in Administration).

Functions

- The MDF room shall serve as the Main Distribution Frame room for the entire campus.
- The IDF rooms will be intermediate distribution frame rooms for the campus and should be distributed through the campus to comply with cabling distance requirements.



Educational Specifications

(A) Elements.

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SPACE PROGRAMMING

CORE ACADEMICS CLASSROOMS

Irving ISD's schools will be a safe and inviting environment for children. Schools will be designed with classrooms that support students learning independently and in group settings. All classrooms should be designed in a way to help support students and their educational success at every level from Pre-K to High School with an intent of the flexibility and multi-purpose usage. Classrooms will need to be designed to be adaptable and specialty classrooms that adhere to the standards of space instructional facilities slide.

SPECIAL EDUCATION

Special Education facilities shall provide students who require specialized learning and/or additional medical assistance providing the opportunity to be an integral part of the education environment.



Educational Specifications

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SPACE PROGRAMMING

SPECIAL EDUCATION

- All spaces within Special Education are to meet ADA/TAS standards for wheelchair accessibility.
- Consult with Irving ISD and Special Education Department when determining which classroom types are to be included within facility to fit the local education plan.
- Provide specialized play equipment for students; all features associated with outdoor play area must meet ADA/TAS accessibility standards. Play area should be fenced (as applicable)
- Special Education should be located in proximity to Administration with easy access to the Health Clinic.
- Adjustable height tables should be provided in classrooms.



Educational Specifications

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SPACE PROGRAMMING

SPECIAL EDUCATION

- Space needs to be able to accommodate adaptive equipment such as hospital bed, wheelchair and/or lift.
- Provide cameras as required by Texas Education Code Section 29.022.
- Consider tile in instructional spaces/areas.

Function:

Specialized Classrooms:

- Learning space for students with behavior concerns, individual learning requirements, and/or specialized medical care.



Educational Specifications

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SPACE PROGRAMMING

LIBRARY / MEDIA CENTER

The Library/Media Center will be a space for teaching, learning, and a technology hub for the campus. Libraries and their purpose are evolving from a center of books to a combination of reading lounge and technology information distribution center.

- Circulation desk should allow for observation of the library by the librarian and/or staff and be large enough to accommodate two computers/workstations.
- Stack areas should be aligned for easy supervision.
- Audio/visual equipment is used commonly in these areas, therefore the ability to control overhead lighting and block out lights from windows should be provided.
- Plenty of wireless access points should be provided to ensure coverage in the library.



Educational Specifications

Irving ISD New Library Design Considerations

A school district shall consider the School Library Standards and Guidelines as adopted under Texas Education Code, §33.021, when developing, implementing, or expanding library services.

Libraries for campuses with a planned student capacity of 100 or less shall be a minimum of 1,400 square feet.

Libraries for campuses with a planned student capacity of 101 to 500 shall be a minimum of 1,400 square feet plus an additional 4.0 square feet for each student in excess of 100.

Libraries for campuses with a planned student capacity of 501 to 2,000 shall be a minimum of 3,000 square feet plus an additional 3.0 square feet for each student in excess of 500.

Libraries for campuses with a planned student capacity of 2,001 or more shall be a minimum of 7,500 square feet plus an additional 2.0 square feet for each student in excess of 2,000.

A school district that plans to locate more than 12 student computers in the library shall add 25 square feet of space for each additional computer anticipated.



Educational Specifications

5.2.0 The school library program features a facility that meets the needs of individual students, small groups, and classes as defined by the Texas Administrative Code (TAC) regarding [Library Facilities](#)

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>5.2.1 90% of the library facility meets TAC state and federal guidelines for:</p> <ul style="list-style-type: none">• Simultaneous access• Space for individual students, small groups and/or classes• A flexible, inclusive, safe, and aesthetically appealing environment for learning <p>*Please see Appendix Dimension 7.17.2 for specific square footage by student enrollment</p>	<p>80% of the library facility meets TAC state and federal guidelines for:</p> <ul style="list-style-type: none">• Simultaneous access• Space for individual students, small groups and/or classes• A flexible, inclusive, safe, and aesthetically appealing environment for learning	<p>70% of the library facility meets TAC state and federal guidelines for:</p> <ul style="list-style-type: none">• Simultaneous access• Space for individual students, small groups and/or classes• A flexible, inclusive, safe, and aesthetically appealing environment for learning	<p>60% of the library facility meets TAC state and federal guidelines for:</p> <ul style="list-style-type: none">• Simultaneous access• Space for individual students, small groups and/or classes• A flexible, inclusive, safe, and aesthetically appealing environment for learning	<p>50% of the library facility meets TAC state and federal guidelines for:</p> <ul style="list-style-type: none">• Simultaneous access• Space for individual students, small groups and/or classes• A flexible, inclusive, safe, and aesthetically appealing environment for learning



Educational Specifications

Irving ISD New Library Design Considerations

The space allotments within the library shall be based on a formula of:

30% for the reading/instructional area and reference/independent study area;

45% for the stack area, circulation desk/area, and computer/online reference areas;

25% for the necessary ancillary areas.

Windows shall be placed so that adequate wall and floor space remains to accommodate the shelving necessary for the library collection size established by the School Library Standards and Guidelines.

Collection Size - Minimum recommendations (Libraries Count, AASL, 2012)

7.7.0 Elementary Minimum — Collection Size of Print and Digital Resources				
Distinguished	Accomplished	Proficient	Developing	Improvement Needed
7.7.1 15,000 print or 18 books per student whichever is greater	13,000 print or 16 books per student whichever is greater	11,000 print or 14 books per student whichever is greater	9,000 print or 12 books per student whichever is greater	Less than 7,000 books or fewer than 12 books per student whichever is greater.
7.7.2 2,600 digital or 80% print/20% digital ratio	Fewer than 20% digital materials	Fewer than 15% digital materials	Fewer than 10% digital materials	No digital resources
7.8.0 Secondary Minimum — Collection Size of Print and Digital Resources				
Distinguished	Accomplished	Proficient	Developing	Improvement Needed
7.8.1 13,000 print or 16 books per student whichever is greater.	12,000 print or 14 books per student whichever is greater.	10,000 print or 12 books per student whichever is greater.	8,000 print or 10 books per student whichever is greater.	Less than 8,000 books or fewer than 10 books per student whichever is greater.
7.8.2 3,600 digital or 60% print/40% digital ratio	Fewer than 30% digital materials	Fewer than 20% digital materials	Fewer than 10% digital materials	No digital resources



Educational Specifications

Irving ISD New Library Design Considerations

A future-ready library space includes a focus on flexibility, collaboration, and is teaching and user-centric. Key elements keep the space flexible with the potential to last a couple of decades:

Flexibility and adaptability to accommodate evolving needs and changing technologies. Use modular furniture, movable shelves, and flexible spaces that can be easily reconfigured to accommodate different activities and user preferences.

Multiple self-check kiosks vs. large, outdated circulation desk. Future-ready school librarians are out in the space serving students.

Portable teaching stations, whiteboards, smart boards, and other teaching supports.

Plan to house collection based on state standards (above).

Low, movable shelving to accommodate current and future collection needs. Include options for some forward-facing bookcases to support dynamic shelving.

Space design can adapt to not-yet-imagined emerging technologies that integrate seamlessly into the library space. Provide numerous power outlets, charging stations (technology bar), and reliable Wi-Fi connectivity throughout the library. Incorporate smart features like smart boards to support instruction, interactive displays that can be used for instruction and collaboration, digital signage that can be easily changed, and self-checkout systems.



Educational Specifications

Irving ISD New Library Design Considerations

Collaborative spaces to support group work and interactive learning. Incorporate comfortable, modular seating, writable surfaces, and multimedia capabilities to support collaborative projects. If budget and space allow, consider incorporating group study rooms, project spaces, and multimedia production areas (support morning broadcasts, STEM labs, etc.)

Maker spaces and innovation zones: Dedicate areas within the library for maker spaces and innovation zones, where users can engage in hands-on learning, experimentation, and creation. Equip these spaces with tools such as 3D printers, robotics kits, coding stations, and virtual reality/augmented reality equipment.

Digital resources and access: digital resources, including e-books, online databases

Ensure that users can access these resources from anywhere within the library using their own or library-provided devices.

Comfortable reading areas: Create comfortable areas catering to diverse reading preferences. A mix of soft seating options, reading nooks, comfortable chairs, and ergonomic workstations.

Multi-functional spaces that can serve multiple purposes. Ex: quiet reading area could be transformed into a venue for author visits or workshops.

Movable walls, flexible furniture, and adjustable lighting.

Library space should be accessible to all users with features such as ramps, elevators, and adjustable-height furniture.



Educational Specifications

(A) Elements.

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SPACE PROGRAMMING

PHYSICAL EDUCATION

Physical education programs shall include indoor and outdoor facilities. These areas are utilized after hours for community use therefore access from the outside should be considered.

Gymnasium: Fitness/exercise activities such as games, sports, tumbling and/or other motor skills activities. Athletic competitions will also take place in the gym.

PE Equipment Storage: Storage of PE equipment and materials.

Restrooms: Restroom facilities with access from gymnasium.

Office: PE Teacher/Coach administrative duties and athletic/ PE activities coordination.



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SPACE PROGRAMMING

VISUAL ARTS

Visual Arts provide students with the opportunity to express creative qualities and learn to enhance their artistic abilities through hands on learning and creating.

- Art rooms should be located on the 1st floor when possible.
- Art rooms should be conveniently located near outdoor space/courtyard.
- Floor should be sealed concrete.
- All cabinets in Art Classroom should be lockable.



Educational Specifications

(A) Elements.

(iv) a written statement that includes:

- (I) inclusive design goals and considerations supported by the school district; and
- (II) how inclusive design should be addressed in new and renovated facility designs;

SPACE PROGRAMMING

PERFORMING ARTS

Music Classrooms will be provided to allow students to explore all aspects of music.

- Music classroom shall be located near or adjacent to platform/stage.
- Consider doors that open into wings of stage from classroom. Doors should have acoustical seals.
- Student restrooms and drinking fountains should be located within proximity to music.



Educational Specifications

(A) Elements.

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SPACE PROGRAMMING

FOOD SERVICE & STUDENT DINING

Student dining area should be an inviting and warm environment with easy access from main corridor.

- All components of the Food and Child Nutrition Services (FCNS) program shall comply with requirements set for by the Authorities having jurisdiction, Environmental and Health Services Food Protection and Education Department codes and regulations. All Food Service area designs should be coordinated with a Food Service Design consultant and reviewed with Dallas ISD Food and Child Nutrition Departments during design process.
- Food service, dining spaces and restrooms are to have separate secure access to accommodate after-hours usage and access by personnel outside of regular school hours as well as separate HVAC system for year-round temperature and humidity control.



Educational Specifications

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SPACE PROGRAMMING

MAINTENANCE & CUSTODIAL

Maintenance department and custodial includes the upkeep of the campus as well as cleaning.

- Loading dock to be shared with Food Services.
- Provide rain cover/over-hang at dock for protection.

Receiving & Storage

- Receiving of all supplies/materials and equipment.
- Storage of supplies, etc.

Facility Supervisor Office:

- Administrative workspace/area.



Educational Specifications

(A) Elements.

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SPACE PROGRAMMING

MAINTENANCE & CUSTODIAL

Locker Room/Restroom:

- Storage of personal belongings.
- Toilet room for custodial staff.

Lawn & Flammable Storage:

- Outdoor storage for flammable liquids and lawn equipment.

Custodial Storage/Closets:

- Storage of custodial supplies and equipment.
- Closets with cleaning equipment and supplies; include mop sink



Educational Specifications

(A) Elements.

(v) minimum total square footage required to comply with the quantitative method of compliance

See Standards for Space for Instructional Facilities Slide



Educational Specifications

(A) Elements.

(vi) innovative teaching or operational practices intended for implementation at the instructional facility that may lead to the use of the qualitative method of compliance.

Innovative Teaching Strategies for Improved Student Engagement

Flip the Classroom

In a flipped classroom students review lecture material at home and work on projects and assignments in the classroom. Students in the flipped classroom complete coursework typically sent home as homework in class. The flipped classroom provides a great space for peer-to-peer collaboration. Students can engage one another to complete group projects, debates, and practice. Teachers are not the center of the flipped classroom. Instead, teachers are more flexible, addressing personalized help and direction for students and student groups as they complete their work.

Project-Based Learning (PBL)

Project-based learning is an effective method that helps students drive their own learning journey. In a PBL exercise, students identify a real-world problem then develop a solution. Project-based learning relies on developing key skill sets such as research, critical thinking, problem-solving, and collaboration. Project-based learning is an active method of learning where students gain mastery through the application of their knowledge rather than rote memorization. Like the flipped classroom, the teacher's role becomes that of a guide and the students take ownership of their learning.



Educational Specifications

(A) Elements.

(vi) innovative teaching or operational practices intended for implementation at the instructional facility that may lead to the use of the qualitative method of compliance.

Innovative Teaching Strategies for Improved Student Engagement

Inquiry-Based Learning

Inquiry-based learning develops thinking and problem-solving skills. Instead of driving the class through a lecture-style format, the teacher poses questions, scenarios, and problems. Students then research these topics individually or in groups to formulate their answers. They can then present their findings and supporting evidence to the class along with the other students. Students are then able to further develop their answers by listening to what other students have found as well as identifying areas that require more attention and detail.

Ask Open-Ended Questions

If students rely too heavily on textbook answers, they may develop a tendency to think there are only right and wrong answers. However, most questions don't have right or wrong answers. To develop 21st century skills, students need to exercise conversational skills and empathy in order to develop the ability to communicate and collaborate. By asking open-ended questions, teachers encourage vibrant in-class conversations. Students can piece together different information learned or experienced in their life to stitch together cohesive points. This can encourage students to not only find their voice but express themselves as well.



Educational Specifications

(A) Elements.

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Innovative Teaching Strategies for Improved Student Engagement

Peer Teaching

Students exhibit mastery when they explain or teach others. In peer teaching, students choose an area of interest within the scope of the subject being taught. They can independently research the topic and create a presentation on it. Students then present to the class to teach their peers about their topic. With peer teaching, students learn skills such as independent study, presentation skills, and confidence.

Active Learning

Active learning methods encourage students to discuss, contribute, participate, investigate, and create. Active learning challenges students by questioning them, requiring problem-solving and critical thinking. Most importantly, active learning engages students and requires them to be active in the classroom.



Educational Specifications

(A) Elements.

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Innovative Teaching Strategies for Improved Student Engagement

Blended Learning

Blended learning combines physical and online learning experiences that give students more control over the time, place, path, and pace of instruction. Blended learning provides traditional classroom experiences as well as online tools and learning opportunities. Technology is a key component of blended learning as it is for students in the real world. The flexibility of blended learning enables students to have more control over their learning methods with options of online lectures at home, engaging in peer groups for collaborative activities, or joining lecture-based virtual classes and doing their homework independently.

Feedback

Students need to learn how to offer constructive feedback as well as accept feedback. Students should be equipped with a mechanism for providing feedback. In a virtual classroom, feedback tools like polling or emojis are a great way for quick feedback cycles. Another option is to challenge or ask students to expand upon their feedback then ask other students with opposing opinions to discuss why they think differently.